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ABSTRACT

Intended to develop guidelines in gifted education appropriate for the approximately 212 Washington rural school districts with fewer than 2000 students, the booklet has 3 purposes: to describe Washington's rural community, to provide basic information about gifted education, and to encourage the planning and development of rural programs in gifted education. Following an outline, the booklet presents the process a district would go through to develop a gifted program. The steps described are: providing awareness; choosing a definition; writing a philosophy; setting program goals; identifying students; choosing program options; developing a differentiated curriculum that deals with the issues of content, process, self-concept, and products; and designing an evaluation system. The book contains a detailed table describing 24 program options (including cluster grouping, advanced placement, and a mentor program) and their staff requirements, necessary facilities and materials, inservice and special training, and cost factor. The section for each step contains a list of additional resources (books, films, resource people). Suggestions for sources of funding and a selected short bibliography are included. (SB)

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RURAL PROGRAMS

FOR GIFTED AND

TALENTED STUDENTS

Written by Margo Long
Graphics by Judi White

RC 012772

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PREFACE

"There are practically no research studies and almost no guidelines relevant to the provision of special education programs for youth in geographic areas characterized by great space and few people.

"Administrators of special education services in these regions face the problem of providing programs for exceptional children without well-developed guidelines defining methods for establishing such services. The more remote the region, the more complex the problem becomes."[1]

The goal of this packet is to develop guidelines in gifted education appropriate for Washington rural districts. It is intended that the information be applicable to all districts within the rural definition (25-2000 total student population). The packet has three purposes:

1) To describe Washington's rural community
2) To provide basic information about gifted education
3) To encourage the planning and development of rural programs in Gifted Education

Successful gifted programs depend on informed/supportive administrators, accountable/competent teachers, concerned/involved parents, and motivated/gifted students. Since these elements are apparent in isolated/rural districts, gifted education appears probable and possible. This packet offers the information and resources necessary to begin establishing gifted programs.

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[1] Special Education Services in Sparsely Populated Areas. "Guidelines for Research." "A Report on the National Research Conference on Special Education Services in Sparsely Populated Areas." March 28-31, 1967.

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INTRODUCTION

The rural district can be defined as a sparsely populated and isolated community. Located away from urban advantages, the rural district exists autonomously or dependent upon intermediate service agencies, teacher centers, and other supportive agencies. The less populated the district, the more extreme the disadvantages for categorical programs such as gifted and talented.

Inaccessibility to urban centers restricts rural districts in many ways. Materials, cultural opportunities, field trips, summer programs, experts, professionals, and many other urban possibilities are unavailable. Rural districts are also limited in financial resources, facilities, scheduling, extra-curricular activities, electives, state funding, community resources, professional services, and by small numbers of teachers and students.

Positive attributes of the small district are equally important. A close relationship exists between administrators, teachers, students, and parents. In such a setting, a camaraderie of fun, respect, and responsibility develops. Parents are accessible, supportive, constructively critical, and involved. Because teachers know students well, they have the advantage of long-term contact and counseling. Students sense adult concern and thus have a strong self-identity.

Contrary to many rural settings, the rural community in Washington is not isolated from intellectual stimulus and cultural appreciation. The children are not unsophisticated, uninformed, lacking in social and learning skills, nor are they greatly deprived culturally and educationally. Aside from the migrant and minority cultures, as well as economically depressed areas, the majority of the rural population is financially and intellectually advantaged.

The State of Washington includes 300 school districts. Of these, 252 are under 4000 (K-12 school population), 212 under 2000. Approximately 85% of the districts are considered rural by definition. Since materials and program options appropriate for these communities are sparse, the following suggestions have been compiled in a chronological process a district would go through to develop a gifted program. There are additional resources (books, people) listed under each section to supplement the brief overview given.

Each district is faced with the challenge to educate their gifted youth. Some of the problems in program planning will be universal to all of us (i.e., access to materials, consultants knowledgeable in rural education). However, some problems will be unique to the particular community, depending on the economics of the district and local area.

STEPS FOR DEVELOPING A GIFTED AND TALENTED PROGRAM

1. A district becomes interested in meeting the needs of gifted students and encourages awareness sessions and collects information.

2. The district forms a steering committee consisting of teachers, administrators, and parents.

   It is the responsibility of this committee to prepare the community/district for a gifted program

   . . . Provide Awareness
   . . . Choose Definition
   . . . Write Philosophy
   . . . Set Program Goals

3. The district commits itself to developing an actual program.

4. The district forms a planning committee to explore the following steps in the process of program development. They will make decisions for implementation.

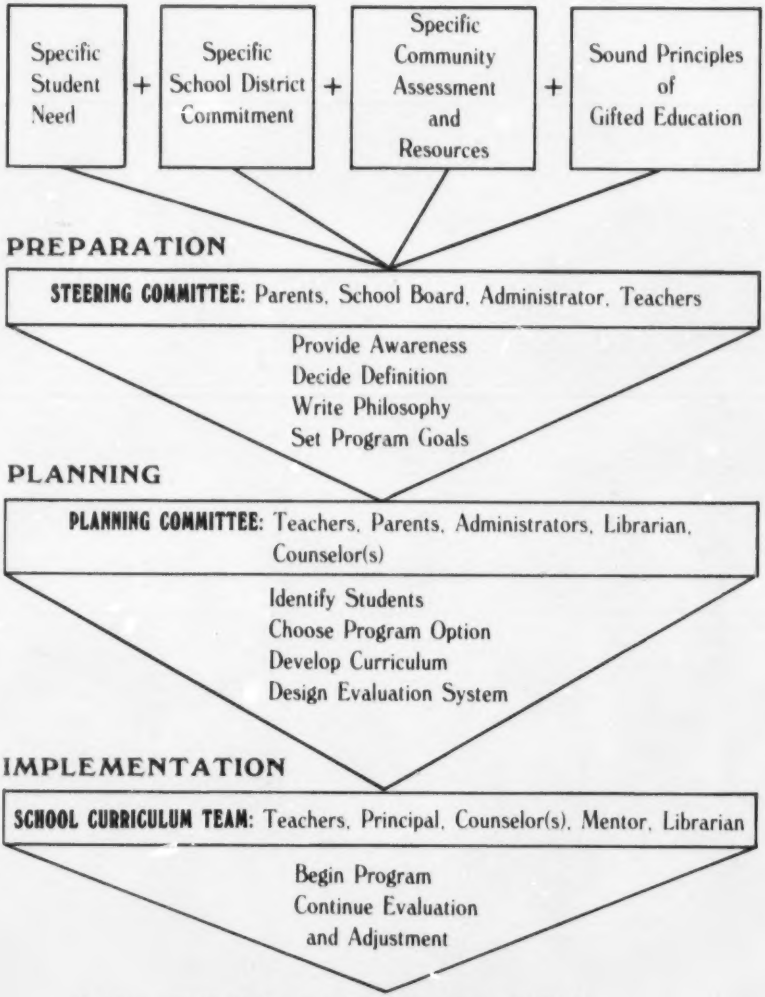
   . . . Identify Students
   . . . Choose Program Options
   . . . Develop Differentiated Curriculum
   . . . Design Evaluation System

5. The district designates a program director and selects the staff.

6. The district curriculum team implements a gifted and talented program.

7. The district encourages on-going assessment by the total staff and community/population served.

THE PROCESS OF DEVELOPING A SUCCESSFUL RURAL PROGRAM FOR GIFTED AND TALENTED STUDENTS



Correlates with Washington State New Program Grant Application

Component 1: District Support and Commitment (Preparation)
Component 2: Management (Planning: Program Option)
Component 3: Identification (Planning: Identify Students)
Component 4: Instructional Program (Planning: Develop Curriculum)

PROCESS OF PROGRAM DEVELOPMENT

PROCESS OF PROGRAM DEVELOPMENT: Provide Awareness

Once interest in gifted is apparent, the first initial session should be AWARENESS. Parents, administrators, board members, teachers, librarians, and counselors should be invited. Resources for awareness session may be speakers, films, or articles. (The more dynamic the presentation, the better.)

The purpose of the awareness session is for all in attendance to become acquainted with gifted education in a positive way.

If a needs assessment meeting is planned for parents and/or teachers, then an awareness session is essential to avoid conducting simply an opinion poll or survey.

> Do not underestimate the importance of a good, initial Awareness Session!
> It is the real key to getting people involved.

Resource People:

Margo Long	Center for Gifted Education Whitworth College, Spokane, WA	(509) 466-3229
Lisa Hansen	Palouse Teacher Center	(509) 397-4634
Jewell Woodward	Spokane School District	(509) 455-5242
June Peck	Office of SPI, Tumwater, WA	(206) 753-1140
Alta Mae Whitehall	Cheney School District	(509) 235-6205
Sharon Sell	Central Valley School Dist.	(509) 922-6860

Books:

"Growing Up Gifted: Developing the Potential of Children at Home and at School." Barbara Clark, 1979, Bell & Howell Co.

Film:

"It's Cool to be Smart" (available through Central Washington University, $13)

PROCESS OF PROGRAM DEVELOPMENT: Choose Definition[2]

Before a district makes any decisions concerning program or curriculum, they need to establish a definition of gifted and talented. The following six options are accepted federal definitions. The State of Washington has focused on the first three options for current program funding.

As the program expands, it may eventually include all the areas of the gifted and talented definitions with options for services within each.

1. General Intellectual Ability
Considered older for age
Enjoys challenge of intellectual tasks
Curious
Inventive, creative
Preference for complexity

2. Specific Academic Aptitude
Fund of knowledge in a particular subject or skill
Spends spare time working in a particular subject/skill
Unusual achievement in the particular subject/skill

3. Creative or Productive Thinking
Self-confidence
Tolerance for ambiguity
Holds many ideas at once
Can improvise
Produces original solutions
Uninhibited in expressions of opinions

4. Leadership Ability
Prefers older friends
Adapts socially
Assumes leadership roles
Dependability, responsibility
Concern for others

5. Visual and Performing Arts
Shows special talent in expressive or performing arts
Sets high standards for self
Received recognition
Has fund of information in the area(s)
Shows sustained interest in the area(s)

6. Psychomotor Ability
Strives toward perfection
Shows manipulative ability ahead of years
Shows early evidence of ability

NOTE: The Federal definition encourages districts to provide services/programs to children of the extreme (3%) in each area.

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[2]Definition taken from Sandy Kaplan's Inservice Manual

Choose Definition[2]

PROCESS OF PROGRAM DEVELOPMENT: Write Philosophy

Once a district has determined the definition of gifted, it is ready to write a philosophy statement. The steering committee will look first at the existing philosophy of the general program.

> The gifted program must be compatible with the general program, yet differentiated.

Aspirations for the ideal gifted program needs to be put in a narrative. Before writing the philosophy it may be helpful to . . .

. . . list the elements of a regular school philosophy for all children.

. . . list the elements of a program to serve gifted students.

. . . write a narrative using both lists (e.g., "Since the educational philosophy of this district recognizes that each student has the right to reach his/her potential, the gifted program intends to . . .").

Following are three examples of philosophies for gifted programs:

"Compatible with the educational goals and objectives of the Mead School District, we recognize the unique value, needs and talents of the individual student. The guiding characteristics of the Mead Gifted Program is to provide gifted students with extensions for learning which afford them opportunity for exploring, experiencing, expressing, as well as developing a sense of individual responsibility to the school community and to a changing society. Enhancing the "self" as a learner and a producer is the paramount concern. The emphasis of the program is on learning processes which will propel the student on a life-long career of learning."

Mead School District

"We believe that gifted students have educational needs that can't be entirely met in a regular classroom program. They need additional challenge and opportunity to fully develop their academic knowledge, to use and expand their higher level thinking process, to interact with their academic peers and to develop an acceptance of themselves and others. The benefits from implementing a gifted program at the Junior High level would be to increase their interest in areas beyond the curriculum, to stimulate other Junior High programs, and to develop an awareness in the community of improved educational opportunities for another segment of our school population."

Cheney School District

"A fundamental right underlying democratic education is a belief in the value and potential of each individual. Because of the unique characteristics of rural gifted and talented students, their educational needs are not always met. It is the commitment of the Palouse Consortium to provide a support system for teaching strategies, materials, and exposure to local and urban resources which will stimulate the thinking creativity of these able learners. The Consortium provides the opportunity for districts to develop program options relevant to their specific needs. Districts, cooperatively, will create the opportunity for gifted students to establish excellence in learning and a sense of responsibility to themselves and to others. It is the ultimate goal of this Consortium that students realize their potential and are challenged to express it."

The philosophy statement will serve as a general foundation to the new gifted program.

Resource People:

Margo Long	Center for Gifted Education Whitworth College, Spokane, WA	(509) 466-3229
June Peck	SPI Office, Tumwater, WA	(206) 753-1140

Books:

"Providing Programs for Gifted and Talented: A Handbook." Sandy Kaplan, 1974. Office of the Ventura County Supt. of Schools, Ventura, CA

PROCESS OF PROGRAM DEVELOPMENT: Set Program Goals

The next task of the steering committee will be to write three to five program goals. One way to initiate this process is to ask, "At the end of the first year, what would we like the program to provide or accomplish?" The more tangible the goal, the more feasible the program.

Following are examples of program goals taken from Sandy Kaplan's book, "Providing Programs for the Gifted and Talented: A Handbook," pg. 35.

"To identify at every level and in every school those children who are gifted."

"To understand the abilities and needs of each gifted child."

"To help each participating gifted child gain a realistic and healthy concept of him/herself — his/her strengths, weaknesses, areas of needed improvement, and potentialities."

"To provide learning alternatives which are appropriately styled to encourage individual growth at varying levels of abilities, interests, and needs."

The definition, philosophy and program goals should be presented to the school board and superintendent for approval.

The steering committee's function is now completed and a planning committee should be created, which would include teachers, principal, parents, librarian, and counselors (members of the steering committee may be on the planning committee).

Resource People:

Margo Long	Center for Gifted Education Whitworth College, Spokane, WA	(509) 466-3229
June Peck	SPI Office, Tumwater, WA	(206) 753-1140
Steve Schuman	Vancouver School District	(206) 696-7208

Books:

"Providing Programs for Gifted and Talented: A Handbook." Sandra N. Kaplan, 1974. National/State Leadership Training Institute on the Gifted and Talented

"Impacts on Gifted Education." Carleen O'Donnell, 1981. Northwest Regional Educational Laboratory, Portland, OR.

"Oregon Series on Talented and Gifted Education." Oregon Department of Education, 1979.

PROCESS OF PROGRAM DEVELOPMENT: Identify Students

The following are five suggested methods to identify students:

1. Standardized tests and/or academic achievement
2. Teacher nomination
3. Parent evaluation
4. Peer nomination
5. Self-referral

Be sure to seek out examples of each method (1-5) above to insure appropriate questions.

The first step in any identification procedure is to examine existing records for possible data already recorded/collected.

> **IDENTIFICATION** is the foundation of the entire program. Be sure you take the time to choose appropriate tools and prepare a responsible matrix of results. The students chosen will determine program curriculum, evaluation, and staff decisions.

Resource People:

June Peck	Office of SPI, Tumwater, WA	(206) 753-1140
Carol Anderson	Omak School District	(509) 826-0320
Glenna Matson	Franklin Elem., Kirkland, WA	(206) 828-3328
Bill Miles	Western Washington University	(206) 676-3310
Wendy Roedell	ESD #121, Seattle, WA	(206) 242-9400
Steve Schuman	Vancouver School District	(206) 696-7203
Bruce Mitchell	Eastern Washington University	(509) 838-5271
Stan Baycroft	Central Valley S.D., Spokane, WA	(509) 922-6700
Jewell Woodward	Spokane S.D., Spokane, WA	(509) 455-5242
Alta Mae Whitehill	Cheney School District	(509) 235-6205

Books:

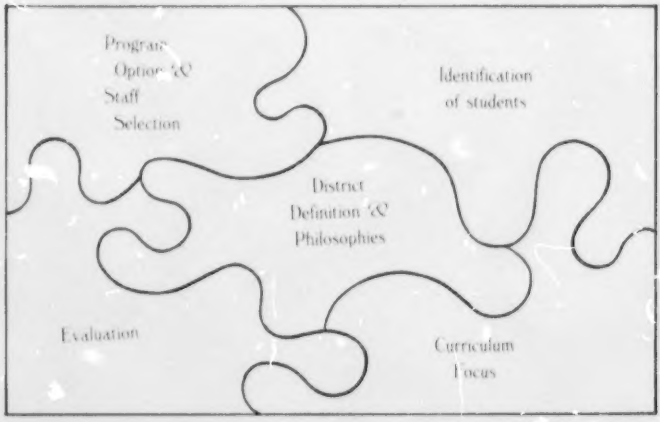
"Growing Up Gifted: Developing the Potential of Children at Home and at School." Barbara Clark, 1979, Bell & Howell Co.

"The Identification of the Gifted and Talented." 1974, National/State Leadership Training Institute on the Gifted and Talented.

PROCESS OF PROGRAM DEVELOPMENT: Choose Program Option(s)

Now is the time for Risk-taking.
What you decide here will result in the program everyone will see.

Consider a jigsaw puzzle in which all the parts are of equal importance and exist only as they fit together to form the total picture of the gifted program.



You must make educational guesses and/or decisions in each of these pieces in order to pick an appropriate program option.

A district assesses the community and staff to determine the appropriate program option, or combination of options. The success of any option will depend on a strong district team consisting of teachers, principal, librarian, counselor(s), parents, students, and mentors.

It is an underlying premise that gifted students need the opportunity to interact with each other — at least some of the time.

Since state guidelines have established the possibility of an IEP rather than five contact hours, any of the options become a possibility for a state or district funded program. Following is a list of options (arranged alphabetically) particularly suited for rural districts:

Resource People:

Thelma Epley	National/State Leadership Institute	(213) 489-7470
Jim Curry	National/State Leadership Institute	(213) 489-7470
Margo Long	Center for Gifted Education Whitworth College, Spokane, WA	(509) 466-3229
Lisa Hanson	Palouse Teacher Center	(509) 397-4634
Mel Louk	Oakesdale School District	(509) 285-5296

Books:

"Gifted and Talented Education in Rural Schools: GATE." Margaret Humphrey, Director, Mt. Shasta Supt. of Schools, 1644 Magnolia Ave., Redding, CA 96001. (An excellent rural option developed on an Independent Study model.)

"Ideas for Urban Rural Gifted/Talented: Case Histories and Program Plans." National/State Leadership Institute, Civic Center Tower Center, 316 W. 2nd St., Los Angeles, CA 90012. (A comprehensive guide of options.)

BRAINSTORMED LIST OF PROGRAM OPTIONS

1. Book company options
2. Cluster grouping
3. Correspondence courses
4. Cross-tutoring
5. Counseling program for the gifted
6. Demonstration teacher/classroom
7. Early entrance/Advanced placement
8. ESD, Teacher Center, District Consortium, Resource Center
9. Exchange residency
10. Future problem-solving
11. Honors program
12. Independent study
13. Individualized in the regular classroom
14. Itinerant teacher between districts
15. Library resource room
16. Mentor program
17. Mobile materials between districts
18. Pilot programs
19. Resource room
20. Saturday program/After-school program
21. Seminars, Field trips
22. Students travel between districts
23. Summer school
24. Team teaching

DETAILED PROGRAM OPTIONS

OPTION	DESCRIPTION	STAFFING	MATERIALS/ FACILITIES	INSERVICE & SPEC. TRAINING	COST FACTOR
1. Book company options	Many book publishing companies create ready-made units and programs.	Regular classroom teachers	Materials and resources	Inservice faculty	Materials
2. Cluster grouping	Schedules arranged so gifted students are assigned to same teacher or have same free period.	Regular curriculum team	Extra content resource to accelerate or enrich independent study materials	Inservice faculty Curricular team staff development	Inservice of curriculum team Minimum appropriate materials
3. Correspondence courses	Correspondence courses made available to students in order to extend learning. Emphasis on acceleration. Opportunity within the regular program.	Regular classroom teacher. Curriculum team	List of available correspondence courses	Inservice of regular classroom teachers	Inservice Cost of course(s)
4. Cross tutoring	Provide time for students who have strengths to work with students who have needs.	Coordinator		Inservice faculty	Inservice
5. Counseling program for gifted	Counselor works as facilitator for gifted students. Done in pull-out session with all students or in conjunction with regular classroom.	Curriculum team	Self-concept materials, independent study materials	Available counselor/ staff development for curriculum team Inservice faculty	Counselor time Inservice Minimum resources
6. Demonstration Classroom/ teacher	Teacher(s) designated for demonstrating and inservicing other teachers in district (inhouse consultants).	Teacher(s) facilitator(s) Curriculum team	Demonstration materials & methods	Extensive exposure to gifted & talented inservices	Inservice for teacher(s) Teacher(s) travel expense Release time for teacher(s)
7. Early entrance/ Advanced placement	Students (of high ability) encouraged to enter school (K-college) earlier than age group (could be in school setting).	Regular staff Counselor important		General inservice of faculty	Inservice

DEFINITION **Curriculum Team** . . . teacher, student, parent, principal, librarian, counselor, mentor

DETAILED PROGRAM OPTIONS

OPTION	DESCRIPTION	STAFFING	MATERIALS/ FACILITIES	INSERVICE & SPEC. TRAINING	COST FACTOR
8. ESD, Teacher Center, District Consortium Center	Combined effort to build resource center of materials available to teachers. Membership in center may follow contribution by individual teacher or district.	Designation of person to be responsible for organization of buying/disseminating materials and services. Curriculum team Classroom teachers	Extensive materials in content areas: enrichment & acceleration	Inservice faculty	Director of project (part-time) Materials and resources Transportation
9. Exchange residency	The opportunity for a gifted student to reside in populated area with the benefits of an urban setting	Counselor Parents Someone to administer arrangements	Parent communication	Inservice faculty	Inservice
10. Future problem-solving	Developed within the regular program, or as a cluster program, using future problem solving as the content base (e.g., E. Paul Torrance)	Regular classroom teacher Curriculum team	Future problems to solve Materials and resources	Inservice of teacher Inservice faculty	Inservice Membership in Future Problem-solving Program. Teacher time to coordinate and conduct transportation (if successful) to competition.
11. Honors program	Recognition of top achievers (meetings, clubs, seminars, field trip, etc.)	Teacher as advisor		Inservice faculty	Minimal (e.g., pins award, travel to event)
12. Independent study	Conducted within regular classroom, directed by one teacher within the school, itinerant teacher between school/district. Library centered, parent directed. Students take part in the planning. May be based on Treffinger & Renzulli models.	One teacher/ resource person	Need access to process skills and resources	Trained director Inservice entire faculty	Books, phone calls, one period, one staff member (could be reg. classroom teacher)
13. Individualized in the regular classroom	Student serviced within the regular classroom. Teachers work with students differentiated curriculum.	Regular classroom teacher	Extra content materials: Acceleration	Curriculum team needs inservice on differentiated curr. Inservice faculty	Inservice Materials

DETAILED PROGRAM OPTIONS

OPTION	DESCRIPTION	STAFFING	MATERIALS/ FACILITIES	INSERVICE & SPEC. TRAINING	COST FACTOR
14. Itinerant teacher between districts	Teacher of gifted travels between districts spending a.m. with elementary, p.m. with secondary.	Itinerant teacher Regular staff needs to be involved	Curriculum for Scope & Sequence Curriculum for Enrichment and Acceleration	Inservice faculty	One full-time/part-time position Transportation Materials and resources
15. Library resource	Library/Librarian serves as center of gifted program.	Librarian facilitator Curriculum team	Independent study materials	Inservice of Curriculum team Inservice faculty	Inservice Minimum appropriate materials
16. Mentor program	Developed within the community or through correspondence. Attempt to put the student with a person of similar interest (could be another teacher, parent, admin., professional). Communication through visits, phone calls, letters, etc.	Director or facilitator List of possible mentors	Mentor and resource material Need independent study skills/processes	Facilitator trained Inservice faculty	Individual trips Phone calls
17. Mobile units/ Materials between districts	Sharing materials and resources between districts.	One person responsible for keeping track of materials	Curriculum materials in acceleration & enrichment in content areas Independent study materials/library	Inservice faculty	Inservice Materials
18. Pilot Programs	The district may wish to create their own personalized program and put it in written form to distribute/share with other districts.	Director of the program Curriculum [illegible]	Materials/resource for Scope & Sequence of program	Inservice faculty	Materials and resources
19. Resource Room	Extend the special education program to service gifted students. Individualized programming.	Special Educ. teacher facilitator Curriculum team	Independent study materials Appro. content materials: Enrichment & acceleration	Inservice faculty Inservice Spec. Ed. teacher and Curriculum team	Inservice Minimum appropriate materials Independent study materials

DETAILED PROGRAM OPTIONS

OPTION	DESCRIPTION	STAFFING	MATERIALS/ FACILITIES	INSERVICE & SPEC. TRAINING	COST FACTOR
20. Saturday program/After-school program	The opportunity of an extra-curricular program.	Teachers Parents Community			
21. Seminars Programs/Field trips	The opportunity during the year for special events within content areas (music, science, history, etc.)	Interested teachers University Parents	A particular program event, or meeting	Inservice faculty	Inservice Collective cost of program/event/experts Materials Transportation/room & board/insurance
22. Students travel between districts	Combined effort (consortium) to have teacher of gifted stationary and students transported (½-full day).	Teacher of gifted Cooperation of regular staff	Curriculum for Scope & Sequence of Program Independent study materials	Inservice faculty	Teacher position Materials Student transportation
23. Summer School program	This program could evolve from a district, consortium, ESD, Teacher Center or local college/university.				Individual tuition
24. Team teaching	Teachers combine to teach one or more subjects with gifted students — based on teacher's strengths.	Teachers	Enrichment & Acceleration materials Special interests	Inservice faculty	Inservice Materials

NOTE: All options have the cost factor of someone to coordinate the program and inservice of the entire staff.

PROCESS OF PROGRAM DEVELOPMENT:
Develop Differentiated Curriculum

A gifted program must have a sound curriculum base. A differentiated curriculum may extend the regular program or develop separate and apart. A general scope and sequence should be prepared to encompass the grade levels included in the beginning program.

A differentiated curriculum for gifted develops out of the needs of the students selected for the program.

> In gifted education we teach to the strengths and interests of the student.

There are two ways to assess student needs:

1) Assess the Identification Tools

Look at the particular questions/criteria to indicate the characteristics of students (e.g., extensive reader, bored with tedious tasks, etc.). This gives guidelines to develop a curriculum specifically for the identified students.

2) Assess Each Student

Collect information to indicate success and interests. This will help develop a personal profile of the student.

A differentiated curriculum includes a statement of long-range goals as well as specific measurable objectives. These objectives, once the focus is on the particular population/individuals needing to be served, should reflect the general principles of gifted curriculum and evolve out of the three following areas:

1) Content
2) Process skills
3) Self-concept issues

The entire faculty should be inserviced in order to understand a differentiated curriculum.

The Issue of Content

The more defined the content to be covered/used, the more feasible the program (i.e., a beginning program, grades 4-6, may identify and service science students rather than identify generally intellectual and creative students and choose a multidiscipline approach).

START FEASIBLE

Following are choices possible in content base:[3]

1) One Discipline:

Focus on one discipline area — such as math, creative writing, literature.

2) Interdisciplinary:

Relate a series of disciplines (math, art, science, music, philosophy) through a theme (war, revolution, slavery) or a process (problem-solving).

3) Interrelate or Webbing:

Associate many content areas (e.g., economics and philosophy or art and economics) to one idea (i.e., England).

4) Issue Problems, Themes:

Study specific units of real life situations (e.g., urban vs suburban life styles; individual freedom vs group responsibility).

A gifted program will enrich and acccelerate the regular student content.

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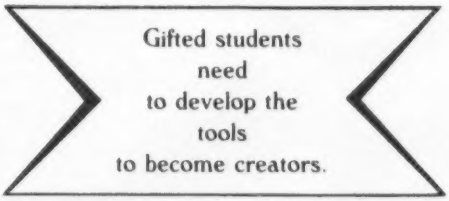
[3]Ideas contributed by Bev Milan, Education Consultant Association

The Issue of Process

If a student is truly gifted, he/she will outgrow the existing content and develop new knowledge.



"Process" in a gifted curriculum involves:

1) Models for Program Development:

These models aid the process of diagnosing and prescribing (e.g., Guilford's Structure of the Intellect; Frank William's Cube; Renzulli's Triad).

2) Teacher Strategies and Methods:

These methods help teachers to provide open-ended productive lessons/assignments (e.g., Taba's Teaching Stategy; Hunkin's Questioning Strategy; Bloom's Taxonomy).

3) Student Process Skills:

These process skills are the tools students use to apply to the content (i.e., research, creativity, critical thinking, etc.)

PROCESS SKILLS DO NOT SUBSTITUTE FOR CONTENT

Teach the skills needed to use with content, real problems or issues.

WARNING:
Gifted Programs
ARE NOT
A Collection Of
Gimmicks and games!

The Issue of Self-Concept

All students need self-understanding or self-concept activities. Gifted students have particular problems (e.g., understanding their uniqueness vs how they are like others, how to communicate, how to deal with success/high expectations, survival skills).

Self-concept activities (1) mirror the student to reflect self-understanding, (2) teach skills to extend human potential (e.g., decision making, problem solving) or, (3) group students to evaluate process and human interaction.

Invaluable as these activities are, the results may often be intangible and impossible to measure.

The Place of Product

CONTENT + PROCESS = PRODUCT

Products may be verbal, visual, or experiential.

Students need to see value in their work. Products of gifted students should be used or displayed (put in the library, share with peers in a classroom presentation, publish).

CREATIVITY results in **PRODUCTS**

Resource People:

June Peck	Office of SPI, Tumwater, WA	(206) 753-1140
Bruce Mitchell	Eastern Washington University	(509) 838-5271
Margo Long	Center for Gifted Education Whitworth College, Spokane, WA	(509) 466-3229

Books:

"Inservice Training Manual: Activities for Developing Curriculum for the Gifted/Talented" and "Providing Programs for the Gifted and Talented: A Handbook," Sandra N. Kaplan. National/State Leadership Training Institute on the Gifted and Talented.

PROCESS OF PROGRAM DEVELOPMENT:
Design Evaluation System

Evaluation is part of the gifted program in two distinct ways:

1. Program evaluation

   There is a need to evaluate program success in order to determine ways to improve management, staffing, communications, inservice, etc. This evaluation should involve the teacher of the gifted, the students, parents of gifted, administration — the total staff in the school should have input.

2. Student progress

   Student progress can only be measured if the objectives can be measured. It is extremely valuable to find appropriate tools to pre-and post-test.

The more tangible/measureable the program goals and the curriculum objectives, the more feasible the evaluation.

Evaluation time is public relation (PR) time. Share your successes and frustrations.

> A sound evaluation system, set periodically, is the basis for a growing and improving gifted program.

Resource People:

Jeff Praeger	Spokane School District #81	(509) 455-5242
Kate Mortenson	ESD #101, Spokane, WA	(509) 456-7086
Steve Schuman	Vancouver School District	(206) 696-7208
Bill Miles	Western Washngton University	(206) 676-3310
Wendy Roedell	ESD #121, Seattle, WA	(206) 242-9400
June Peck	Office of SPI, Tumwater, WA	(206) 753-1140

Books:

"Guidebook for Evaluating Programs for the Gifted and Talented Students." National/State Leadership Institute on Gifted and Talented, County Supt. of Schools Office, Ventura, CA

POSSIBLE SOURCES OF FUNDING

The sources of funding can be the responsibility of one single agency or the combination of two and/or more agencies. The following are examples of possible sources:

1. Local school district
2. Federal and state grants
3. Local businesses
4. Corporate funding
5. Content area grants (NSF, home economics)
6. Educational service districts
7. Teacher centers
8. Professional organizations

Resource people to contract for help in obtaining information about grants:

Don Orlich	Washington State University	(509) 335-3564
Lisa Hansen	Palouse Teacher Center	(509) 397-4634
Margo Long	Center for Gifted Education Whitworth College, Spokane, WA	(509) 466-3229
Spokane Public Library	Spokane, WA	(509) 838-3361
Bruce Mitchell	Eastern Washington University	(509) 838-5271
June Peck	Office of SPI, Tumwater, WA	(206) 753-1140

SELECTED BIBLIOGRAPHY FOR GIFTED AND TALENTED

Clark, Barbara. "Growing up Gifted: Developing the Potential of Children at Home and at School." Copyright, 1979, Bell & Howell Company. (The most current text for gifted education.)

Gallagher, James J. "Educating the Gifted." 1964, Allyn & Bacon.

Hunkins, Francis P. "Questioning Strategies and Techniques." 1972, Allyn and Bacon, Inc. (Excellent for methods in teaching the gifted.)

Kaplan, Sandra N. "Inservice Training Manual: Activities for Developing Curriculum for the Gifted/Talented." 1979, Office of the Ventura County Supt. of Schools, Ventura, CA. (Excellent resource book of curriculum activities and implementation.)

Kaplan, Sandra N. "Providing Programs for the Gifted and Talented: A Handbook." 1974, Office of the Ventura County Supt. of Schools, Ventura, CA (Excellent overview of program planning.)

Kirk, Samuel A. and James J. Gallagher. "Educating Exceptional Children," 3rd edition. 1979, Houghton Mifflin Co. (Overview and text)

Martinson, Ruth A. "A Guide Toward Better Teaching for the Gifted." 1976, National/State Leadership Training Institute on the Gifted and Talented, Los Angeles. (A brief guide and overview of gifted education.)

.....". "The Identification of the Gifted and Talented." 1974, National/State Leadership Training Institute on the Gifted and Talented, Los Angeles, CA. (Excellent collection of actual identification tools.)

Purkey, William Watson. "Self-Concept and School Achievement." 1970, Prentice-Hall, Inc. (The best summary explaining the correlation between school achievement and self-concept. Short, easy-to-read summary.)

Stone, Karen F. and Harold Dillehunt. "Self-Science: The Subject is Me." 1978, Goodyear Publishing Co., Inc. (Program in self-concept, prepared and practiced in a day-school. Excellent program which encourages choice and self-understanding.)

Northwest Gifted Child Association, Post Ofice Box 1226, Belleview, WA 98009 (206) 453-1007

Gifted Child Newsletter, Gifted and Talented Publications, Inc., 530 University Ave., Palo Alto, CA 94301.

G/C/T (Gifted Creative Talented) Children, Box 66654, Mobile, AL 36606.